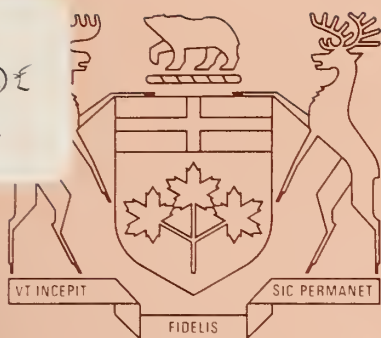






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# Education



**Report of the Minister of Education  
for the Fiscal Year 1975-76**





**Report of the  
Minister of Education, 1975-76**

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The Honourable Pauline M. McGibbon  
Lieutenant-Governor of the Province of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1975, and ending March 31, 1976.

This report highlights the major activities of the Ministry in its endeavour to achieve four main objectives: the provision of appropriate programs, qualified personnel, satisfactory facilities, and equitable financing for elementary and secondary education in the province.

In 1976 the Ministry marked its one hundredth anniversary, and the opening section of this report traces the history of the Ministry from its inception on February 10, 1876, to the present, highlighting many of the changes that have taken place over the years.

The prime emphasis in curriculum during the past year has been on the implementation of the new Primary and Junior curriculum for students in our elementary schools. The main document, which outlines the basic principles to be applied in elementary education, was distributed to all elementary school teachers along with copies of a new resource guide for the elementary years. In May of 1976, special implementation teams from the Ministry's nine regional offices began working directly with teachers and school boards on developing new programs in the classrooms.

At the secondary school level, a new Physical and Health education guideline was introduced for senior students. Under the new guideline, Health Education became a full credit course for the first time. The guideline includes new and significant topics such as the human family, sexuality, consumer health, venereal disease, and problems associated with stress. The Physical Education section of the guideline emphasizes activities that students may continue to enjoy after leaving school — such as golf, tennis, archery, badminton, curling, swimming, and camping — as well as the traditional secondary school team sports.

To mark the advent of the Olympic games to our country, schools were asked to use the Olympics as a theme in various areas of the curriculum. The Ministry produced an Olympic kit which was sent to all school boards for use in their schools, and each school in Ontario received for its library two copies of the book *Canada's Sporting Heroes*.

The Ministry maintained its support of the metric conversion program in schools by continuing its special metric conversion grant. In addition, in co-operation with the Council of Ministers of Education, Canada, the Ministry distributed a metric style guide to all schools.

Through the Community School Development Grant Program, the Ministry supported 232 community school projects submitted by school boards. To further strengthen the community school concept, a ten-member advisory board composed of parents, teachers, school trustees, and students was appointed in August to monitor and advise on the effectiveness of the Ministry's community school policies.

In July the Legislature passed Bill 100 which sets down negotiation procedures between school boards and teachers. The bill lays down step-by-step procedures for negotiations, sets out sanctions that may be used, and also provides alternatives to strike action in the event of impasses, including fact-finding, mediation, voluntary binding arbitration, and final offer selection. The bill also established the Education Relations Commission to administer the provisions of the bill.

The Legislature also passed Bill 132 which sets out similar negotiation procedures for teachers employed by the Ministries of Education, Health, and Correctional Services.

This report also details many of the other functions undertaken by this Ministry. Detailed statistical data on education in Ontario are provided in the new edition of *Education Statistics, Ontario*.

Respectfully submitted,

*Thomas L. Wells*

Minister of Education

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The Ministry of Education concerns itself with all aspects of elementary and secondary school education in Ontario.

The Ministry's goal is the provision of equal educational opportunity for the nearly 2 000 000 students in Ontario schools.

To achieve this goal, the Ministry, working in co-operation with the publicly elected school boards of the province, attempts to ensure the provision, within the school system, of a full range of educational programs.

The Ministry is responsible for establishing curriculum policy. The broad curriculum guidelines developed by the Ministry are statements of curriculum policy for the province. From these guidelines, school boards develop programs suited to local needs and circumstances.

To maintain the high quality of the province's educational system, the Ministry awards substantial grants to school boards to assist them with direct operating expenditures. The Ministry also gives substantial grants toward school construction and renovation, French-language instruction, metric conversion, and community school programs.

Much of the responsibility for the education of students and the operation of schools lies with local school boards. To assist them in the implementation of Ministry policies and regulations, the Ministry operates nine regional offices whose staff work with the local boards. Regional office staff provide assistance in implementing curriculum programs, preparing budgets, planning for facilities, monitoring and auditing the implementation of provincial policy and, in some particular instances, supervising the day-to-day operation of the schools.

To maintain and improve the quality of education within the system, as well as to ensure that Ministry programs can be effectively developed and monitored, the Ministry maintains close contact — through a variety of means and at various levels — with teacher groups, trustees, parents, students, and organizations of supervisory officials.

The Ministry marked its one hundredth anniversary in February 1976.

It was Dr. Egerton Ryerson, generally considered the father of Ontario's education system, who recommended that education be given full departmental standing in the Ontario government.

The Government agreed with the recommendation and, on February 10, 1876, the Legislature created the Education Department which was composed of four branches — departmental, administrative, financial, and depository. Adam Crooks, a lawyer who represented West Toronto in the Ontario Legislature, was the first Minister of Education, a post he held for seven years. Seventeen members of Cabinet held the post during the century.

Fifteen years later the Department moved into the field of teacher training, establishing the Provincial School of Pedagogy in Toronto, and a second school in Hamilton in 1897. These two institutions remain to this day; they now operate as the Ontario Teacher Education College, the only teacher education institution still operated directly by the Ministry.

In 1905 the Department took over the operation of the School for the Deaf and the School for the Blind. This area of special education has grown to a network of four schools; their programs are considered among the finest in the world for hearing-handicapped and visually-handicapped students.

In 1906 the Education Department was renamed the Department of Education and, a year later, in keeping with the rural character of the province, the Department hired its first Agriculture instructor.

In 1908 the Department introduced summer courses for teachers who wished to improve their qualifications. The program now attracts some 7000 teachers annually. Nine years later the Teachers' and Inspectors' Superannuation Fund was established.

One of the most romantic eras of education in Ontario began in 1925 with the introduction of railway car schools to serve isolated settlements along the rail lines of Northern Ontario. The school cars — classrooms on wheels — would be dropped off on a siding from regular freight or passenger trains and would remain for periods of one to two weeks to provide instruction for children from the timber and pulpwood camps and the sparsely populated settlements that straddled the railway line.

The cars would move from settlement to settlement taking the three R's to eager youngsters who, but for the innovation, would have received little or no education. During 1926, the first two school cars served 82 children at 14 separate points. It was the beginning of a 40-year adventure in Ontario education.



Some of the students served by the school cars would travel up to 40 miles for their week's schooling, bringing provisions and other necessities with them. The system was expanded and reached its peak in the late 1940s when seven cars, serving 226 children, plied the CN, the CP, and the Temiskaming and Northern Ontario rail lines.

In 1926, the Ministry introduced correspondence courses. Originally intended to serve the children of Ontario missionaries and diplomats in foreign countries, the courses were gradually expanded over the years to provide Ontario residents from all walks of life with the opportunity to upgrade their academic qualifications. Today more than 50 000 Ontario residents are taking advantage of the Ministry's correspondence courses.

As the province grew in population, so did the Ministry and its responsibilities. In 1943, a director of physical fitness was appointed, and two years later a physical fitness branch was established. At this time the Ministry also added the first art branch.

In 1956 the Ministry underwent a major reorganization with the appointment of two deputy ministers, one for elementary education and one for secondary education, who reported to the Chief Director of Education. The following year saw the creation of the Professional Development and Teacher Education branches. In 1963 the Ministry gained its first technological trades training branch and a year later the Youth Branch.

A major milestone in the Ministry's history was laid in 1965 with the establishment of the community college program. The Ministry oversaw the formation of the network of community colleges and guided the colleges through their formative years.

In 1966 the Ministry became one of the first government jurisdictions in Canada to venture into the field of educational television when it established its own ETV branch.

In 1972 the Ministry underwent another major reorganization that defined its functions within three divisions — Education Administration, Education Development, and Administrative and Financial Services.

During the past six years, within the reorganization of the provincial government as a whole, the Ministry has undergone a constant process of consolidation. Many of its branches and responsibilities have been taken over by other ministries as the Ministry of Education concerns itself solely with the education of children in the elementary and secondary schools of Ontario.

### Programs

The school program in Ontario is divided into four divisions — Primary, Junior, Intermediate, and Senior. The Primary Division includes the Kindergarten years plus the first three years. The Junior Division covers the next three years, the Intermediate Division the following four years, and the Senior Division the final three years. It is during the Primary and Junior years that children learn many of the basic skills that they will need for living in contemporary society. Their early school years are designed primarily to help them understand their environment and to communicate adequately, as well as to prepare them for further studies at the secondary and post-secondary levels.

To ensure that the elementary and secondary school programs keep pace with the constantly changing needs of society and its students, the Ministry of Education reviews the curriculum of the various divisions on a rotating basis. The cycle includes input, development, and implementation phases stretching over six years. For the purpose of cyclic review, the Primary and Junior divisions are combined so that a total of three learning divisions is examined.

The prime emphasis in curriculum during the past year has been on the implementation of the new Primary and Junior curriculum for elementary students. The main document, *The Formative Years*, which stresses the basics in a student's elementary education, was distributed to teachers in the period from May to November. In addition, copies of a major resource guide, *Education in the Primary and Junior Divisions*, were distributed to all teachers in December. Beginning in May, implementation teams from the Ministry's regional offices began working with teachers and boards on developing the new program in the classrooms.

The Intermediate Division review, which is nearing the close of the development phase, will culminate in a curriculum document once the review committee, composed of Ministry officials and other educators, completes its study of the extensive input received from all sections of the province. Emphasis is being placed on the identification of provincial expectations for students in each of the four years of this division.

In addition to the cyclic review documents, several other significant curriculum statements were released during the 1975-76 fiscal year.

A new Physical and Health Education guideline for the Senior Division was introduced into the curriculum in April. Under the new guideline, provision is made for Health Education to become a full credit course for the first time. New and significant topics include human families, sexuality, consumer health, venereal disease, and the problems associated with stress. The Physical Education section of the guideline emphasizes activities that students may continue to pursue after leaving school, such as golf, tennis, archery, badminton, curling, swimming, and camping. The traditional secondary school team sports are also included.

Because 1976 is Olympic Year in Canada, the elementary and secondary schools of Ontario were asked to use the Olympics as a theme in various areas of the curriculum. As part of the program, the Ministry produced an Olympic kit consisting of colour slides, an audiotape, and printed materials, which was sent to all school boards in Ontario for distribution to their schools. A special section of the kit was devoted to the Olympic events to be held at Kingston, Ontario.

Also as part of the program, each school in Ontario received for its library two copies of the book *Canada's Sporting Heroes*. The book records the achievements of Canadian athletes, many of whom are relatively unknown in Canada.

The Ministry continued its support of the metric conversion program by making special metric conversion grants available to school boards. In June, in co-operation with the Council of Ministers of Education, Canada, the Ministry distributed a metric style guide to all schools in the province. The guide, for use from Kindergarten through secondary school, deals with common, everyday units through to specialized features of the International System of Units (called SI) which Canada is adopting. The book, which has federal government approval, has been accepted across Canada as the authoritative document on the correct metric style to be used in Canada's elementary and secondary schools. The cost of the book was shared by the ten provinces through the Council of Ministers of Education, Canada, and the federal government. A French-language version of the guide has also been distributed.

Two other documents of major significance were developed during the 1975-76 fiscal year. One, a curriculum statement begun in conjunction with International Women's Year, was issued in March 1976 under the title *Changing Roles in a Changing World: A Resource Guide Focusing on the Female Student*; the second, a new curriculum document on Native studies, will extend into the Primary and Junior divisions the philosophy and practices introduced in the Intermediate Division document *People of Native Ancestry*.

### *Circular 14*

All textbooks and school supplies — except for Honour Graduation courses — are provided for students by the school boards. *Circular 14*, an annual publication of the Ministry of Education, lists textbooks that have been reviewed and approved for use in Ontario schools. When choosing a textbook for use in a subject area for which textbooks are listed in *Circular 14*, a school must select from those listed unless permission to use an unlisted book has been granted by the Minister. About 93 per cent of the books listed in *Circular 14* for 1975 are of Canadian authorship and manufacture.

### **Canadian Learning Materials Development Fund**

The Canadian Learning Materials Development Fund has been established to ensure that needed materials are developed and made available to schools, and to assist publishers and producers in educational areas where the size of the market makes independent activity unattractive.

The fund has two phases: (1) the Book Purchase Plan, under which copies of books listed for the first time in *Circular 14* are made available to schools, and (2) the Learning Materials Development Plan, under which the Ministry enters into agreement with publishers, non-profit educational organizations, and school boards to develop and produce needed learning materials. Approximately 60 such agreements were made in the first year of the plan's operation.

### **Early School-Leaving Program**

The Early School-Leaving Program was introduced during the past year. The program permits certain 14- and 15-year-old students, who have been deemed not to be benefiting from the regular school program, to be excused from attendance on condition that the program prescribed for them by the board's early school-leaving committee is followed. The committee is composed of board trustees, supervisory officers, and representatives from the community. Students involved in the program remain under the jurisdiction of the school until they are sixteen years of age, even if they are involved in an out-of-school program on a full-time basis.



### Special Education

The Special Education Branch assists school board officials, through regional office personnel, in the development of programs and services for exceptional students. Besides the team in the central office in Toronto, the Ministry has Special Education specialists in the regional offices who work directly with school boards.

The branch also serves as a Ministry resource to provincial agencies and parent or professional organizations concerned with exceptional children and youth. Similarly, Special Education officers in the regional offices assist local organizations and institutions concerned with the education of exceptional children.

The staff participates in workshops dealing with the education of exceptional students, in educational and interdisciplinary committees working toward the improvement of services for exceptional children, in discussions regarding exceptional students in secondary schools, and in professional development summer and winter courses leading to teacher certification in Special Education.

Regional office staff, with assistance from staff in the central office, frequently assist the families of exceptional children in locating a suitable educational placement and program. This is an important aspect of the work of the Special Education Branch.

On July 1, 1975, the Minister was assigned the responsibility of co-ordinating all facets of government policy concerning programs and services for emotionally disturbed children and youth.

To assist with this task, the Council for Emotionally Disturbed Children and Youth, composed of an interministerial co-ordinating council, was established on September 1, 1975. It has representation at the senior staff level from the Ministries of Education, of Health, of Community and Social Services, the Attorney General's Office, the Ministries of Correctional Services, of Colleges and Universities, and the Social Development Secretariat. A co-ordinating staff has been assembled, with a full-time chairman from the Ministry of Education.

The initial activities of the Council include the development of a system of data collection applicable to all the services provided for disturbed children under existing government legislation; a review of current programs to highlight trends, gaps, and duplication in service delivery and the establishment of a research and development program.

### Schools for the Blind and the Deaf

The Ontario Schools for the Blind and the Deaf were joined with the Developmental Centres Schools for administrative purposes to form the Special Schools Section of the Special Education Branch in July 1975. This section now operates the four Ministry schools for the blind and the deaf, the Teacher Education Centre at Belleville, and the Developmental Centres Schools providing educational programs in the 12 centres operated by the Ministries of Health and of Community and Social Services.

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It has an enrolment of 206 students. The fundamental aim of the school's program is to prepare blind students to live independently in a normal environment. The curriculum follows the general program developed for all students in the province and offers a full range of courses from *H.S.I.* A teacher-training program for teachers of the blind is conducted at the W. Ross Macdonald School.

A continuous "life skills" program is designed to train students to function in a normal environment. Another program concentrates on integrating blind students into the community. Under this program, a number of senior students resided in boarding homes in the Brantford community for the entire school year. To maintain the student's place as a functioning member of his family and community, the duration and frequency of trips home have been increased. Students from Northern Ontario now have the opportunity to fly home at least once a month for extended weekends.

Through workshops, seminars, special courses, and efforts to increase the availability of special learning materials, the W. Ross Macdonald School is expanding its role as the provincial centre for the visually handicapped.

The Ministry operates three schools for the hearing handicapped — the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are Regional Centres for the Hearing Handicapped and provide a broad range of resource services for hearing-impaired children in their region, including audio-logical assessments, visits to the homes of pre-school children, and educational consultation for local programs.

The Robarts School in London has a capacity of 250 students, of whom 200 can be accommodated in residence. The current enrolment is 137 residential and 55 day pupils. The Robarts School now offers a complete range of educational programs.

With an enrolment of 164 residential and 215 day pupils, the Ernest C. Drury School in Milton continues to offer a full range of academic and vocational

courses. Through special transportation arrangements with local boards, all pupils from the Milton School return to their homes each weekend.

The Sir James Whitney School in Belleville celebrated its 105th birthday and continued to provide a leadership role in the education of hearing-impaired children and youth in Ontario. The school's enrolment stands at 370 pupils, some of whom are in special programs for the emotionally disturbed deaf and the aphasic.

All three schools for the deaf encourage the integration of hearing-impaired youth into local school programs. Thirteen pupils from the Robarts School, 14 from the Ernest C. Drury School, and 25 from the Sir James Whitney School are taking classes in local schools in London, Milton, and Belleville, respectively. In addition, these schools are encouraging boards of education to set up local programs for hearing-impaired children whenever practical.

Final reports were received from three Ministry-sponsored research studies relating to current issues in the education of the hearing impaired. The studies are: *The Integration of Hearing-Impaired Children in Regular Classrooms*; *Ontario's Pre-school and School-aged Deaf*; and *Variables Affecting Effectiveness of Visible English in Classrooms in Provincial Schools for the Deaf*. School and Ministry officials are studying the reports and will consider each report's recommendations.

The Teacher Education Centre in Belleville provides a one-year training program for new teachers of the deaf. Thirty-five teachers graduated from the program in June 1975, and 19 others enrolled in September 1975. For the first time in the centre's history, the graduates included two hearing-impaired persons. Of the two deaf graduates, one is teaching at the Robarts School in London, the other at the Sir James Whitney School in Belleville.

Educational programs for the hearing impaired in Ontario continue to grow and develop under the Ministry's direction.

#### **Developmental Centres Schools**

The Ministry administers and supervises the educational programs in 12 centres maintained by the Ministries of Health and of Community and Social Services. The students in these schools are mainly developmentally handicapped or emotionally disturbed. Some are multiply handicapped. The total enrolment for these schools at present is approximately 1450.

Although the 12 Developmental Centres vary considerably in their specific programs, they have one common goal — to help their students learn to function as members of the community.

In addition to providing job training for its students, the Adult Occupational Centre at Edgar has an important "life skills" program to prepare these young adults for living and working in the community and for dealing with the day-to-day problems they will encounter there. This school has an enrolment of 100 students.

The school at Surrey Place Centre in Toronto provides support services for its students while they attend regular schools in the community. Highly qualified liaison teachers provide assistance to 15 school boards in the Toronto area in determining and arranging suitable placement for exceptional children. During the past year the staff of the Surrey Place Centre has been using an evaluation survey developed in 1974 for use in classroom observation and programming for pre-academic and non-academic pupils.

At CPRI a staff of nine liaison teachers provide a similar type of service for 36 school boards in South-western Ontario.

Regular evaluation of the progress of pupils in these special schools is essential, as assessment is fundamental to the process of integrating the individual into the normal life of the community. Since these schools are operated on a partnership basis with other ministries, case reviews are a co-operative effort. The prime concern is to place the pupil in a school in his/her own community as soon as it is agreed that he/she is physically, emotionally, and mentally able to adjust to that setting.

An important first step in preparing for such a move is participation in social and recreational activities within the school and then in the community in which the school is located.

Almost all schools have outdoor education and camping programs. All schools arrange special trips to nearby places of general and educational interest. Socialization and functional skills are developed by these activities. The academic program is designed to enable the student to become an active member of his/her community. Courses designed to develop communication skills, motor skills, and living skills are part of every program.

The degree of community integration possible for the individual student depends on the type and degree of learning problem. Some children are so severely handicapped by mental retardation that they cannot be placed in a local school and, in some circumstances, are unlikely to return to their home communities. On the other hand, two of the schools for emotionally disturbed pupils offer a full secondary school program.



Many children with retardation problems also have hearing, sight, or orthopedic problems, and frequently emotional problems as well. A number of the Developmental Centres schools have teachers who are specially trained to work with these multiply handicapped students.

A trial program using Bliss Communication techniques is being carried out in six of the schools. For non-verbal children, including the retarded, many of them physically handicapped, the technique is proving reasonably successful. The availability of a method of communication has also alleviated some behaviour problems where frustration has been a factor. Three additional schools — Rideau, South-western, and Prince Edward Heights — started to use the system in September.

All teachers in the schools operated by the Ministry of Education require special training to understand and overcome the learning difficulties of their students. Professional development is a continuing process, and the search for new and more effective methodology never ceases. The school staffs offer workshops for other teachers. During the 1975-76 fiscal year, more than 300 teachers attended professional development workshops at the Thistletown Regional Centre. Staff teams from the Centre conducted seminars at conferences, including the Council for Exceptional Children. The staffs at CPRI and at Northwestern Regional Centre are assuming leadership in in-service training in their respective localities.

During the past year the staffs of the Developmental Centre schools have produced the first drafts of a series of curriculum outlines for teachers of the developmentally handicapped. The four outlines were completed under the following headings: Educational and Vocational Development, Socialization and Self-Care Skills, Communication, and Physical and Motor Development. After a few months of study and use, new committees of teachers will be formed to make revisions.

The staffs at Thistletown and Kingston are working on outlines for teachers of emotionally disturbed children and adolescents, while the teachers at the Adult Occupational Centre are producing outlines for the age and ability levels of their students.

In addition to the programs mentioned above, the work of the Developmental Centres included the following innovative programs:

a) At the Northwestern Regional Centre, programs were established for severely and profoundly retarded children who, over a number of years of institutionalization, have developed severe autisms. These children were treated by means of the autism reversal techniques developed by Foxx, Azrin, and Kaplan.

b) The Thistletown school assumed responsibility for educational assessment and liaison in Phase I of a Ministry of Health-sponsored four-phase program which is based on the 1970 paper *Treating the Untreatable Adolescent*. The goal is to make provision for youth who have consistently failed to benefit from existing treatment programs. This expansion of services has occurred concurrently with the assumption of responsibility for educational liaison services to Simcoe, Muskoka, and Victoria counties.

c) Both Thistletown and CPRI are using volunteer assistance with success. These volunteer involvements assist greatly in making these schools true community schools.

d) The Thistletown school is being used for the practicum portion of the Special Education program of the Ontario Teacher Education College, Toronto campus.

e) At CPRI two liaison teachers have been assigned to assessment teams assessing pre-school children who will be attending federal government schools located on Indian reservations. One liaison teacher works with a team from the institution which, by special request, is assessing children who are prospective pupils of the London Board of Education's classes for the trainable mentally retarded.

During 1975, the Ministry's Special Education Branch produced these two publications: *Education for Students Who Are Homebound, Hospitalized, or in a Residential Treatment Centre*, and *So You Want to Teach Exceptional Students*.

### Correspondence Courses

The Ministry provides correspondence courses to Ontario residents free of charge, at both the elementary and secondary levels. All courses have the same credit value as those offered by Ontario elementary and secondary schools.

Each year the Ministry of Education issues a publication detailing the courses available through correspondence. The secondary school correspondence courses program is an extensive one, comprising 120 courses in the five years of the secondary school program. Students enrolled in these courses are charged only for Year 5 textbooks.

Both adult and school-age students, with varying backgrounds and objectives, take advantage of this opportunity: mature students who wish to further their education, complete secondary school, gain admission to university, college, or training courses, or earn promotion in their employment; persons who wish to study subjects related to their interests, hobbies, or employment; secondary school students who

wish to supplement their school programs; students temporarily absent from the province who wish to maintain continuity in their education; students who are unable to attend school for medical reasons or because of distance from school.

At present, about 500 students are enrolled in correspondence courses at the elementary level and over 57 000 at the secondary level. A permanent staff of approximately 120 is required to maintain the correspondence courses program, in addition to some 750 teachers working on a fee basis, marking assignments and advising students on their progress.

### **French-Language Education**

The Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

Legislation permits a school board to establish classes or entire schools for the provision of French-language education. It *requires* a board to provide French-language instruction when a sufficient number of students elect to be taught in the French language. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1975, the Province of Ontario had 305 elementary schools and 24 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 38 secondary schools offering part of the curriculum in the French language. Enrolment in French-language instruction programs for the 1975-76 school year totalled nearly 80 182 at the elementary level and over 30 906 at the secondary level.

### **Teacher Education**

The Teacher Education and Certification Branch of the Ministry of Education is responsible for establishing the standards required for teacher certification and for operating the programs of the Ontario Teacher Education College.

The basic program of the Ontario Teacher Education College is structured around a group of student teachers and a master teacher. The master teacher counsels and supervises the practice teaching of his/her students and does some of the teaching in the foundation and curriculum parts of the program. The practicum, however, is the primary focus of the year.

Scheduling in the foundation and curriculum areas affords the student time for research, expansion of lectures, seminars, and counselling. This is based on the assumption that the student is a mature adult who will take responsibility for pursuing assignments in depth and for attending the lectures, discussion sessions, and seminars offered.

Supplementary certificate programs are offered in the areas of Primary Methods, oral French, Special Music, Special Education, teaching English as a second language, and library training.

A program has been initiated to follow up graduates of the college and to give assistance to first-year teachers.

The Teacher Education and Certification Branch also acts as liaison between the Ministry of Education and the faculties of education at Ontario universities to ensure that their programs meet Ministry requirements for certification.

During the 1975-76 school year, 506 students were enrolled at the Hamilton campus and 1037 at the Toronto campus of the Ontario Teacher Education College. An additional 1820 took the elementary teacher-training courses offered by the various faculties of education at Ontario universities. Nearly 444 students, of whom 84 did not indicate a choice of program, were enrolled in combined undergraduate and teacher-training programs, making a total of more than 3740 students preparing to become elementary school teachers in Ontario. Another 3962 students were enrolled in secondary school teacher-training programs at the faculties of education; 1143 of these were taking optional courses that would prepare them for elementary teaching as well.

During the summer of 1975, 82 candidates were awarded the Elementary School Teacher's Certificate upon successful completion of a two-part summer program for teachers of Native people. The program was given at the Hamilton campus of the Ontario Teacher Education College. While some of these newly qualified teachers have decided to postpone their entry into the teaching profession in order to attend university, the majority are currently employed in elementary schools that have a significant Native enrolment.

In May 1975, the Ministry entered into an agreement with the Council of Ontario Universities concerning reviews of programs of teacher education. The agreement calls for a review of the programs of each faculty, school, or college of education every five years. The reviews are conducted by a team with representation from the Ministry, the Ontario Teachers' Federation, the university concerned, the local regional education council, and the Council of Ontario Universities. The purpose of the reviews is to gather information and insights valuable to both parties as they work together to improve the quality of Ontario teacher education programs. During the school year 1975-76, the teacher education program at the University of Windsor and the French-language program at the University of Ottawa were reviewed.



### **Vocational and Occupational Teachers**

As a result of growing concern regarding the supply of teachers of vocational and occupational programs, the Ministry established a committee to study all aspects of vocational, occupational, and industrial arts certification, and a second committee to examine the possibility of developing internship programs and other alternate routes for training potential teachers of these subjects.

The reports of these committees are currently under study by the Ministry.

### **Northern Corps**

The Northern Corps was established in 1966 by the Ministry of Education to provide qualified teachers for isolated schools in Northern Ontario. Most of the Northern Corps schools are close to railway services, and a few of them can be reached by road; some of them, however, are only accessible by aircraft or snowmobile at certain times of the year. Supervision and curriculum services are provided by the Thunder Bay, Sudbury, or North Bay regional offices of the Ministry, depending on the location of the school. Two-way communication is available by radio or telephone.

Schools designated as Northern Corps schools are financed by the Ministry of Education. The teachers are hired by the Ministry, and the local community participates more in an advisory capacity than in an administrative one. The schools provide a basic Grade 1-8 education. Students must board at a larger centre to continue their secondary education.

There are 17 schools designated as Northern Corps schools in Ontario; six of them are one-room schools, nine are two-room schools, one is a four-room school, and one is a five-room school. The total student population is approximately 640.

Ministry of Education involvement with teachers, parents, and students of Northern Corps schools is intended to help equalize the educational opportunities available to students in isolated areas.

### **Regional Professional Development Plan**

The school year 1975-76 was the first full year of operation of the Regional Professional Development Plan. The plan operates through regional committees, one in each region, composed of personnel from the Ontario Teachers' Federation, the Ministry's regional offices, the field offices of the Ontario Institute for Studies in Education, and other educational organizations. The committees are charged with the task of stimulating "grassroots" activities in professional development among the teachers of Ontario. In addition to the funds needed for development activities, each regional professional development committee was supplied with copies of the *Directory of Education Resources*, which outlines the resources available from the Ontario Institute for Studies in

Education, the Ontario Teachers' Federation, the Ministry of Education, and the Ontario Education Communications Authority.

Continuous evaluation of the Regional Professional Development Plan indicates that the plan has been extremely well received by the educational community and that it meets important professional development needs, most notably the need for updating teaching techniques and methods of classroom organization.

### **Educational Records**

On May 1, 1975, the Education Records Branch and the Management Information Systems Group of the Education Data Processing Branch were combined to form the Information Systems and Records Branch.

The amalgamation was designed to improve the delivery of services to school board personnel, teachers, students, and the public, and should result in improved co-ordination in the collection of education-related data.

During the 1975-76 school year, 11 097 evaluations of foreign educational documents were processed on behalf of immigrants seeking employment and students applying for admission to the provincial school system. This represents an increase of 682 over last year's total of 10 415.

The branch issued 5464 initial basic teaching certificates to enable holders to teach in the Ontario school system. An additional 9457 certificates in special subjects were issued to holders of basic teaching certificates.

The branch also processed 5695 teacher applications to Ministry-sponsored summer courses.

Of the 5700 applications received for Letters of Standing between September 1, 1974, and August 31, 1975, 1550 were issued to candidates who qualified.

In 1975, 94 255 students were awarded the Secondary School Graduation Diploma, an increase of 2400 over the previous year. During the same period, 40 860 students qualified for the Secondary School Honour Graduation Diploma. Of these, almost 23 per cent (9366) received the Ontario Scholarship Award, indicating that they had attained an average of 80% or better in six Honour Graduation credits.

Additional measures were taken to improve the efficiency of student registration and mark-gathering processes for Year 5. In June and July, Year 5 final marks were processed on behalf of 74 337 students enrolled in one or more subjects.

The implementation of a recently developed course-coding system proved to be of great assistance in identifying specific subjects taken by students at this level.

The Ontario Secondary School Bursary Program was taken over by the branch from the Ministry of Colleges and Universities. The program provides bursaries of \$100 to needy students enrolled in a Year 4 or Year 5 secondary school course. Approximately 700 students qualified for the bursary during the 1975-76 school year.

### **Computer Services**

*The Student Guidance Information Service (SGIS)*  
One of the most useful computer systems developed by the Ministry is of direct value to the individual student in planning his/her future education and career.

The data bank of the Student Guidance Information Service contains a wide range of information, including (1) descriptions of close to 7000 careers available in Canada; (2) listings of program and course requirements for more than 815 occupations; and (3) outlines of programs and courses at 141 post-secondary institutions in Canada. The student who has a very specific career in mind can find out not only where he/she can get the training needed but also what prerequisites are required for such training. The student who has a clear idea of the *kind* of work he/she would like to do but only a vague idea of the opportunities available (e.g., "I like working outdoors and with people, and in a field related to engineering. What can I do?") is supplied with a list of possible careers for further investigation. A student is kept up to date automatically during the school year on changes in a particular course at a particular college or university. He/she may request detailed information concerning fees, admission requirements, accommodation, special facilities, financial aid, etc., at a specific faculty and institution.

The Student Guidance Information Service is already used by almost 275 secondary schools in the province, which means that its store of information is available to about 90 000 students. The Ministry of Community and Social Services and the Canadian International Development Agency have also acquired access to the system. Generally, the school or board uses a mail-in method: a student fills in one or more request forms asking for the information he/she wants; these forms are processed in Toronto and the student receives a reply printed on notebook-size paper.

The Student Guidance Information Service is designed to relieve guidance counsellors of routine information-gathering duties so that they may spend more time with individual students, helping them to review the information they have obtained from the system and to define long-term career goals and immediate educational needs.

### *Student Scheduling System*

During the 1975-76 school year more than 230 schools in the province used the student scheduling system operated by the Ministry's Education Data Processing Branch.

The system provides various reports used by schools, including master lists of students' course requests and timetables for students, teachers, and classrooms.

### *Student Instructional Service*

Approximately 2000 students during the past academic year submitted computer programs to be "compiled" and tested. The Student Instructional Service assisted students and teachers in subjects such as Computer Science, Mathematics, Economics, Marketing, and related business subjects.

### *Integrated School Service*

Designed to provide comprehensive, computer-assisted student administration and mark-reporting, this system offers secondary schools modern, efficient production of report cards, Student Achievement Forms, Ontario Student Record cards, student mark summaries, honour rolls, failure lists, department head checklists, home class lists, etc. Integrated School Service is an invaluable tool for school administrators. It is used by over 150 secondary schools in Ontario.

### *Other Computer Services*

The Ministry and boards are provided with financial, administrative, payroll, and personnel systems. These services are provided to school boards on a cost-recovery basis.

### *Educational Research*

Last year the Ministry gave a total of \$741 500 in grants for educational research. The amount was divided among 30 independent research projects selected from the 93 submissions made to the Ministry's Planning and Research Branch. Thirteen of the recipients were on the staff of an Ontario university, ten were on the staff of the Ontario Institute for Studies in Education, and seven were independent researchers temporarily employed by school boards.

Ministry enrolment projections indicated that Ontario's secondary school enrolment will decrease by more than 100 000 in the next ten years. Results of the projections were sent to school board officials across the province to assist them with long-range planning.

The projection indicated that secondary school enrolment peaked in 1974 and will continue to decline over the next decade, reaching a low of 479 526 in 1984. At the elementary level, the projections indicated that enrolment, which began to drop a few



years ago, will decrease by another 100 000 over the next four years, settling at a low of 1 303 884 in 1980. The projections estimate that elementary enrolment will increase by about 55 000 students between 1980 and 1984.

Enrolment in Ontario's elementary and secondary schools has been dropping steadily since the 1971-72 school year when it reached an all-time peak of 2 031 360.

### *Communication Services*

The Ministry, through a multi-faceted communication program, provides all members of the educational community, teachers, trustees, parents, and students, with information on the province's educational system.

The Education and You program was given major emphasis during the past year. The program consists of "fact sheets" that provide the people of Ontario with concise information on a wide variety of educational topics and programs.

More than 1 000 000 fact sheets were distributed during the year. They were distributed through more than 670 retail food stores and the province's liquor stores, as well as through the Ministry's regional offices and the province's community information and Canada Manpower centres. The fact sheets cover topics of relevance to the entire community, such as night school, metric conversion in the schools, and Ministry correspondence courses. Twelve titles, representing 12 different topics, have been published to date.

The Ministry also staged more than 40 exhibits during the year at educational conferences across the province.

*Dimensions*, the Ministry publication distributed to teachers, trustees, and home and school association executives, continued to explain Ministry programs and policies and to feature articles of interest to the educational community. *Dimensions* was published eight times during the year.

More than 14 000 telephone and written enquiries were handled during the past year.

The Ministry's Communication Services Branch also provided editing, design, layout, and printing co-ordination services for all Ministry branches. A total of 298 documents were produced by the branch during the year.

### **Ontario Student Leadership Centre**

The Ontario Student Leadership Centre, on Lake Couchiching near Longford Mills, took on a new and expanded role during the summer of 1975. Formerly known as the Ontario Athletic Leadership Camp, the centre has until recently been the reserve of students who excelled in physical education. However, during the summer of 1975, 215 music students from across Ontario participated in a two-week seminar at the camp. The students worked in both indoor and outdoor settings, with ensembles and full orchestras playing in two new studios which were built at the camp.

The centre was also host to 275 student council presidents who took part in special programs. Including participation in the athletic leadership programs, a total of 1500 secondary school students took advantage of the centre's programs in 1975.

All programs are staffed by school board and Ministry personnel. The average staff-student ratio is 12-1. Students attending Ministry programs at the camp pay a total of \$25.

In addition to the Ministry programs, 23 youth and adult groups made use of the centre's facilities during May, June, September, and October to conduct various types of programs ranging from sports clinics for teachers and coaches to student leadership courses offered by individual schools. More than 1904 people were accommodated during this period.

### **Summer Employment Programs for Students**

As part of Experience '75, the Ontario government's summer employment program for students, the Ministry of Education conducted co-operative programs with 82 Ontario school boards.

More than 850 students were employed in 152 projects across the province. In addition to providing a meaningful experience for the students, each project made a worthwhile contribution to the community.

### **Teacher Exchange Programs**

In the 1975-76 school year, 40 Ontario teachers travelled to Great Britain and 4 to the United States under a teacher exchange program undertaken by the Canadian Education Association and the Commonwealth League for Educational Exchange. The program is conducted every year, and over 100 applications were received during October and November for participation in the 1976-77 program.

Six Ontario teachers were on exchange to the State of Victoria, Australia, from January 1975 to December 1975. An additional 13 exchanges were arranged with the State of Victoria, Australia, for the 1976 calendar year. The candidates were selected from over 100 applications received in the spring of 1975.

During 1975 negotiations were completed for a series of exchanges between Ontario and four other states in Australia— New South Wales, Western Australia, Canberra and the Territories, and South Australia. The program is to begin in January 1977.

Exchange agreements were also reached with France's Ministry of Education. Twelve Ontario teachers will be travelling to France under the new program in the fall of 1976.

#### **Ontario Young Travellers (Visites Ontariennes)**

Toronto has a tremendous concentration of educational and cultural resources (e.g., the Ontario Legislature, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place), many of which are unavailable in other provincial centres. But while a visit to Toronto can be a valuable experience for any student, it can also be an expensive one for those who live at a great distance from the city. The Ontario Young Travellers program was designed to provide financial assistance for Grade 7 and 8 students from Northern Ontario who wish to visit the provincial capital as part of their educational experience. The school must provide evidence that the visit is integrated with the school curriculum and provide assurance of adequate adult supervision.

The Ministry of Education provides 90 per cent of the transportation costs from the school location to the provincial capital; the cost of meals and accommodation is the responsibility of the school. The Ministry also helps to arrange accommodation and to plan the visit if requested to do so.

About 7000 students visited Toronto under the program during the 1975-76 fiscal year.

#### **Interprovincial Second-Language Monitor Program**

This federal-provincial program is designed to encourage bilingual university students attending university in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Some 151 students at 12 Ontario universities are being paid \$3000 each to act as monitors in the schools of 27 Ontario jurisdictions. The students usually work with small conversation groups.

Of the 151 students involved in the program, 140 are French-speaking university students from Saskatchewan, Manitoba, Quebec, New Brunswick, and

Newfoundland who are working with English-speaking students studying French as a second language. Eleven of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

#### **Project Canada**

This national program involving the twinning of Ontario elementary and secondary school classrooms with their counterparts in other provinces and the Northern Territories continues to offer students valuable insights into the multicultural character of the Canadian people and to promote national understanding and awareness through the exchange of correspondence and classroom projects.

#### **Project School-to-School**

In response to requests received from teachers, the school-twinning program known as Project School-to-School has been reactivated. From 1968 to 1972, the program allowed Ontario schools to be twinned with schools in any one of 17 Commonwealth Caribbean states; currently the program is restricted to the ten smaller states in the Eastern Caribbean, for reasons of economy. This cross-cultural program has done much to promote co-operation and understanding between different racial groups.

#### **Project School Supplies**

Launched in 1966, this unfunded ad hoc education assistance program has done much to enhance the quality of education in West Indian schools through its substantial contribution in equipment and supplies. Many schools are presently completely equipped with furniture and books donated by Ontario school boards.

#### **Young Voyageur Program**

In order to give Canadian secondary school students an opportunity to meet and gain a better understanding of other Canadians and to learn something about the way of life in another part of the country, the federal and provincial governments co-operate on a program of interprovincial visits. The federal government, through the Department of the Secretary of State, pays the cost of travel and assists the provinces with other expenses.

The program is in operation during July and August, and the students travel in groups of 20 accompanied by teacher escorts. Each group spends two days in Ottawa and a week in the community they have arranged to visit. Here the program of the visit is arranged by local teachers, and the visitors are billeted in private homes. Because they are usually placed in homes where there are young people of about the same age, the students have an opportunity to discuss matters of common interest with their peers.



During the summer of 1975, about 850 Ontario secondary school students from 14 to 16 years of age participated in the Young Voyageur Program and visited other provinces and the Northern Territories of Canada. A similar number of students from other parts of Canada visited Ontario.

#### **Educational Exchange Program**

The Educational Exchange Program provides financial assistance for groups of students and organizations wishing to undertake reciprocal exchange projects and activities with students and groups in other provinces or other countries.

One exchange project that has become an annual affair is the *Connaissance de l'Ontario/Connaissance de la France*. Under this program 24 young people from Ontario spend three weeks getting to know the people and the country of France, and 24 youths from France are offered similar experiences in Ontario. This project is carried out with the co-operation of the French Embassy.

#### **Ontario-Quebec Exchanges**

A teacher-exchange project involving three teachers of French or English as a second language is currently being conducted by the two provinces. The Ministry anticipates that the number of participants will increase for the 1976-77 school year and, for the first time, will include Francophone teachers from French instructional units.

#### **Ontario-France Exchange**

Ontario and France agreed to a new teacher exchange program in 1975. Eight Ontario teachers of French as a second language will exchange teaching posts with eight teachers of English as a second language in France, and four Ontario elementary school teachers whose first language is French will exchange teaching posts with the same number of elementary school teachers in France.

#### **Professional Educator Exchange Program**

Eighteen exchanges of personnel between the Ministry of Education and local school authorities were agreed upon for the 1975-76 school year. The exchanges are intended to provide opportunities for continued professional development and an interchange of ideas at the supervisory level.

The Ministry arranged study tours and informal meetings for visiting education officials who wished to see the Ontario educational system and speak with representatives of the system at the various levels. During the past year there were official delegations from the Soviet Union, Sweden, Japan, the United Kingdom, Saudi Arabia, Venezuela, and Mexico, as well as Australia, New Zealand, Sri Lanka, Malaysia, South Africa, Kenya, Nigeria, the Bahamas, U.S.A., Scotland, and France.

#### **Energy Conservation Project**

The preliminary findings of an energy conservation project involving two Cambridge schools were received in January. The project involves two public schools of similar size and construction, built in the same year (1967) and equipped with similar mechanical systems. One of them, Ryerson Public School, was reinsulated last fall and its windows were doubleglazed. No renovations were made to the other school, Alison Park Junior Public School.

Both schools were especially equipped for the program and are being electronically monitored 24 hours a day. The results of the testing are being analysed by a team of specialists from the Ontario Research Foundation in conjunction with the Waterloo Board of Education and Ministry staff. Absenteeism at the school will also be monitored as part of the program.

Preliminary results show that the consumption of fuel oil dropped dramatically at Ryerson compared to Alison Park. The building is also more comfortable than its counterpart.

When final results are compiled, they will provide school boards with valuable information regarding the effectiveness of insulating older buildings and equipping new ones with additional insulation. The added insulation should also result in a cooler building during the hot summer months.

To assist boards with energy conservation, the Ministry issued a booklet that outlines a wide variety of energy conservation tips that can be used in new school construction, in making renovations to existing schools, and in the day-to-day operation of schools. The booklet includes suggestions on heating, lighting, use of water, and decorating.

#### **International Women's Year and Affirmative Action, 1975-76**

The Ministry undertook a number of affirmative action steps to mark International Women's Year and to further its policy of equal opportunity. The projects were designed to open career development opportunities for women in the Ministry and the school systems, and to help female students become more aware of the range of opportunities open to them.

These steps included the production of publications dealing with the guidance and counselling needs of female students, workshops for teachers and counsellors to assist them in dealing more effectively with both male and female students, and the distribution of guidance materials to schools.

The Ministry also funded the Ontario Status of Women Council's publication *About Face: Toward a Positive Image of Women in Textbooks*. Textbooks submitted for inclusion in *Circular 14* were evaluated for sex bias, as was information provided by the Student Guidance Information Service. The Ministry sponsored a one-day conference for Ontario educators involved in the development of courses or units of study related to women's studies.

School boards were urged to encourage women within the teaching profession to prepare and apply for supervisory and administrative positions, to establish and make known the criteria by which appointments are made, and to undertake the formulation of an affirmative action plan within their own jurisdictions.

### **Community School Development Grant**

Through the newly initiated Community School Development Grant, the Ministry of Education approved, and financially supported, 232 projects submitted by school boards. The grant program, to which a sum of \$500 000 has been allocated this year, is intended to increase interaction and improve communication between individual schools and the communities they serve.

In August, a ten-member advisory committee on community schools was appointed. The committee, composed of parents, teachers, school trustees, and a student, will advise the Ministry on community school programs and monitor the effectiveness of the Ministry's community school policies. The appointment of the committee is in keeping with the Ministry's policy of encouraging community use of school facilities for educational and recreational purposes, as well as for the provision of social services for all age groups in the community.

### **Bill 100**

In July the Legislature passed Bill 100, a bill governing salary negotiation procedures between school boards and teachers. The bill, which gave the teachers the right to strike, set out a step-by-step procedure for negotiation as well as detailed and optional routes to the resolution of impasses, including fact-finding, mediation, voluntary binding arbitration, and final offer selection.

The bill also established the Education Relations Commission, a body of five whose task is to administer the provisions of the bill. Mr. Owen Shime, a Toronto lawyer and noted labour relations specialist, was appointed Commission Chairman. Professor Harry Arthurs, Dean of Osgoode Hall Law School, was appointed vice-chairman. Other members of the commission are: Dr. Lita-Rose Betcherman, former director of the Women's Bureau, Ontario Ministry of Labour; John C. Ronson, Organization Development Manager for the Steel Company of Canada; and Miss Gabrielle Levasseur of Ottawa, former secretary-treasurer of the Association des Enseignants Franco-Ontariens.

The Commission's duties include: assisting school boards and teacher groups in negotiations; providing mediators, fact finders, and arbitrators to assist in negotiations; supervising strike votes or lockouts; advising the Lieutenant-Governor in cases where, in the Commission's opinion, the strike or lockout is jeopardizing students' education.

### **Bill 132**

The Legislature also passed Bill 132, The Provincial Schools Negotiations Act, which established a Provincial Schools Authority consisting of five members appointed by the Lieutenant-Governor-in-Council. The Authority became the employer of teachers who teach in schools operated by the Ministries of Education, Health, and Correctional Services. The teachers were previously Crown employees.

The majority of the provisions of Bill 100 were made to apply to the Authority and its teachers, so that the teachers will be able to negotiate salary and working conditions with their employer according to the same procedures and principles as other teachers in the province.



## Grants

Control over total expenditures has shifted to local responsibility.

The ceilings on ordinary per pupil expenditure eligible for provincial grants were increased by 8 per cent for elementary and secondary school pupils, with an additional \$80 per pupil added at the elementary school level.

For 1976, the maximum ordinary per pupil expenditure recognized for grant purposes is \$1080 for each elementary school pupil and \$1556 for each secondary school pupil.

These basic grant-ceiling figures have been, for most boards, adjusted upwards by grant-weighting factors which give boards extra funds to compensate for unusually high costs related to such factors as Special Education, compensatory education, and sparse population.

A school board that spends beyond the grant ceilings has to raise the difference by increasing the local mill rate, thus increasing local property taxes.

The current grant program continues the provision of special grants to assist school boards with metric conversion and also provides \$500 000 for community school programs. French-language instruction grants were also increased by 8 per cent.

As in previous years, priority for capital funding has been given to cases involving new housing developments, portable school units, and fire safety and health factors.

In keeping with the government's commitment to increase housing construction, the Ministry shall make every effort to provide capital funds to accommodate pupil needs that develop as the result of Ontario Housing Action programs, Ontario Housing Corporation projects, and other housing programs.

## Private Schools

The Supervisory Services Branch is responsible for liaison between the Ministry and private schools. This co-ordination ensures that the policies and procedures pertaining to these alternative avenues of education are in the best interest of the students who wish to take advantage of them.

In the school year 1975-76, 316 private schools submitted their "Intention to Operate" to the Ministry of Education, as required under Section 15(1) of The Education Act, 1974. Of these 316 schools, 122 were inspected by Ministry officials.

Over the past ten years, private school enrolment at the secondary level has dropped from 7.8% to 3.9% of the total secondary enrolment. However, since 1970 private school enrolment at the elementary level has shown a slight increase, rising from 1% to 1.5% of the total population.

## Role of the Regional Offices

The regional offices are the key liaison points between the Ministry and the school boards. Opportunities for direct communication between school boards and the central office are always available, but the normal route of contact is through one of the nine regional offices. The proximity of these offices to the boards of their region allows them an important measure of insight into local conditions and needs.

One means by which the regional offices maintain contact with the educational community is through the use of regional bulletins and newsletters. The Niagara Regional Office, for example, co-operates with the Ontario Institute for Studies in Education and various school boards in publishing a bimonthly news sheet entitled *Current*. The Midwestern Ontario office also works jointly with the local field office of O.I.S.E. in producing *Take 5*, which is sent out twice yearly to all board supervisory officers and schools of the region. Publications of this type provide information on curriculum and program developments, organizational changes, research activities, professional development programs, and activities of general interest.

The policy of decentralizing educational authority adopted in Ontario makes the Ministry responsible for the development of a philosophical framework and appropriate general programs for elementary and secondary education in the province, as well as for the interpretation of this philosophy and these general programs to local jurisdictions. The Ministry must also ensure that quality education and equal educational opportunities are available to all students in the province. The school boards are responsible for developing local school policy and more specific programs within the guidelines established by the Ministry and for delivering these programs to the students within their jurisdiction.

The regional offices are responsible for communicating and interpreting the policies and programs of the Ministry to the school boards in their regions. Each regional office is headed by a director of education who is assisted by three superintendents and their professional staffs, as well as the support staffs in the offices.

Regional office Curriculum Services officers are responsible for interpreting Ministry policies, programs, and curriculum guidelines to all boards in their region, and for helping the boards and schools implement new programs. They provide assistance with program assessment, professional development, and school organization as it relates to educational programs. They examine new and innovative course submissions and consider requests for the approval of textbooks. Several curriculum development seminars were held in various regions during 1975 at which the implementation of the new Primary-Junior curriculum documents, *The Formative Years* and *Education in the Primary and Junior Divisions*, was a key topic.

The Supervisory Services officers are concerned with the continuous evaluation of the effectiveness of Ministry policies and their implementation, with the interpretation of educational legislation, and with the review of principals' evaluations and reports. They provide general liaison between school boards and the Ministry.

The Business and Finance staff handle board applications for grants and assist the boards with the preparation of their submissions. They also advise the school boards, as required, on the preparation of financial statements and budgets, school bus purchases, and the implications of legislation pertaining to finances. They provide a wide range of support services designed to facilitate the equitable distribution of available financial resources. It is the responsibility of the Business and Finance personnel in the regional offices to interpret and implement Ministry policy on financial and administrative matters to school boards within their regions.

Regional offices are giving increasing attention to the quality of educational programs within their regions and are developing various approaches to educational assessment in co-operation with school boards.

Although program delivery is a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, may find it financially impossible to provide certain specialized services for their schools. In these areas, the Ministry's regional offices, as part of the Ministry's policy of ensuring equality of educational opportunity for all students, provide various field services, including the services of subject specialists.

In addition to the general responsibilities outlined above, the regional offices offer the services of specialists in certain specific areas of expertise. Each office has at least one specialist in the education of exceptional children to help local boards plan and implement programs for such children within their jurisdictions. Each office also has a community education officer whose function is to work with boards in developing plans for the fuller use of school facilities by the community.

Six of the nine regional offices have French-language education experts and support staff to work with the French-language schools in their regions; the other three regions use the services of the French-language personnel in adjoining regions.

In many areas of the province where French-language enrolment does not warrant the appointment of a French-language supervisory officer to the school board, boards arrange to secure the services of the French-language personnel in their regional office.

## Ministerial Committees and Task Forces

### Committee on the Costs of Education

In August the Committee, under the chairmanship of T.A. McEwan, issued its Interim Report Number 7. The 391-page report dealt with the financing of education in Ontario elementary and secondary schools.

### Committee on the Study of Differences Between Elementary and Secondary School Ceilings

This committee, composed of representatives of both the Ontario Teachers' Federation and the Ministry, reported to the Minister in June and recommended that the differential between the elementary and secondary ceilings be reduced. Subsequently, additional monies were made available at the elementary level with a view to improving programs for children in their formative years.

### External Evaluation Committee for the James Bay Education Centre

The final report of the committee regarding the operation of the centre at Moosonee was released in January. Copies of the report, which was issued in both English and Cree, were sent to the people of the James Bay Region, and a series of follow-up meetings was held. The results of the meetings will assist the Ministry and the Board of Governors of the centre to develop plans to meet the educational needs of the region.

### The Task Force on Career Development for Support Staff

The report of the Task Force on Career Development for Support Staff was presented to the Ministry in April 1975. The report made recommendations concerning professional development, classification, employee/employer relationships, and related topics.

### The Equal Opportunity Advisory Committee

In October 1975, the Equal Opportunity Advisory Committee was established to formulate and help implement an Affirmative Action Plan for the Ministry of Education. The committee was composed of men and women from various branches of the Ministry. In addition, a staff member was appointed in each branch and regional office to act as liaison with the Advisory Committee.

The Affirmative Action Plan was completed in March 1976. It focuses on three areas: the career development of Ministry employees, curriculum, and the career development of educational staff in school systems.

### The Task Force on the Educational Needs of Native Peoples

The task force continued to hold meetings at various locations throughout the province during 1975-76. Native individuals, Native organizations, and Band councils presented briefs at these sessions.

The briefs were referred to the appropriate provincial ministries and federal departments for consideration.

The task force concluded its hearings in March 1976. It was anticipated that the final report would be presented to the federal and provincial governments in June 1976.

### Data-Sharing Task Force

During the year the task force was actively involved in identifying the common information needs of agencies such as Statistics Canada, Ontario Teachers' Federation and affiliate organizations, and the Education Relations Commission, with a view to working out sharing arrangements. A broad range of information was made available to the agencies by the Ministry during the year.

### Educational Resources Allocation System Task Force

The Educational Resources Allocation System Task Force was established to assist those involved in the operation and administration of schools in working towards more effective management of resources in the light of their immediate and long-term objectives.

In working toward this goal and developing a systematic approach to decision-making and evaluation, the task force undertook a series of pilot projects in co-operation with various school system personnel. The results of these pilot projects were outlined in the task force's final report, submitted to the Minister of Education in August 1975. This report was supplemented by three additional documents: *Systematic Decision-Making in Education: A Planning Guidebook*, *Systematic Decision-Making in Education: A Budgeting and Accounting Guidebook*, and *The Development of an Educational Resources Allocation System in Pilot Projects: An Evaluation*. The latter is an evaluation of the task force and of the potential of an educational resources allocation system within the various projects.



## Publications

Partial list of publications issued during the 1975-76 fiscal year

*Changing Roles in a Changing World: A Resource Guide Focusing on the Female Student*

*Circular 14: Textbooks, 1976*

*Circular 14A and Circular 14B*

*Classical Studies, Intermediate and Senior Divisions, 1976*

*Committee on the Cost of Education: Interim Report*

*Correspondence Courses Calendar, 1975-76*

*Dimensions* (8 issues)

*Directory of Education, 1975-76*

*Directory of School Boards, 1975*

*Directory of School Boards, 1976*

*Education Fact Sheets* (12 titles)

*Education for Students Who Are Homebound, Hospitalized, or in a Residential Treatment Centre*

*Education in the Primary and Junior Divisions and Support Documents* (5 titles)

*Education Statistics, Ontario, 1975*

*Éducation physique et hygiène, cycle intermédiaire, 1976*

*Energy Conservation for Schools*

*Enrolment by Subjects and Guidelines*

*Étude du consommateur, cycles intermédiaire et supérieur, 1972*

*Final Report of the Evaluation of the Moosonee Education Centre*

*The Formative Years*

*The Olympic Games: A Philatelic Study*

*Olympics Program in Schools*

*Ontario Elementary and Secondary School Enrolment Projections, 1975-1984*

*Ontario Medal for Good Citizenship, 1975*

*OTEC Calendar, 1975-76*

*Physical and Health Education, Senior Division, 1975*

*Physical and Health Education Facilities for Secondary Schools*

*Policy Statement on Metrication*

*Professional Summer Courses for Teachers, 1975*

*Remembrance Day* (Elementary and Secondary)

*Report of the Minister of Education, 1974-75*

*Report of the Ministerial Committee on the Teaching of French*

*The Service for Co-operative Evaluation of School Systems*

*Towards Visual Awareness, Senior Division, 1976*











